

One Year Return Tracking and Monitoring Agreement

Form OTE 6

School Augusta Park PS Principal Bec Mueller Education Director Rob Harkin Commencement Date 01/11/2019

Direction(s) from the External School Review	Relationship to the School Improvement Plan (Goal/challenge of practice)	Actions to Address Direction (Reference the ESR report and Form 3b)	How	Who	3 Months Date: 14/02/2019		6 Months Date: 01/05/2020		9 Months Date: 01/08/2020		12 Months Date: 01/11/2019	
					Measurable indicators of implementation	Progress 0 0 0	Measurable indicators of implementation	Progress 0 0 0	Measurable indicators of implementation	Progress 0 0 0	Measurable indicators of implementation	Progress 0 0 0
Focus school improvement on the consistent, whole school implementation of strategies to directly address the identified challenges of practice	<ul style="list-style-type: none"> ... rigorously & explicitly teach ... as part of a structured & sequential English Block implement a common approach to explicitly teach daily writingdevelop a common & sustained focus on teaching trust the count and place value ... 	<ul style="list-style-type: none"> Review WS agreements that are currently in place .. <ul style="list-style-type: none"> Literacy: specific emphasis on oral language and a committed English block program [Big 6, synthetic phonics, writing] Numeracy: Trust the count and Problem solving Site Improvement Team [SIT] to oversee improvement agenda Reference the new agreements to <ul style="list-style-type: none"> Australian Curriculum Literacy/Numeracy Progressions Work collaboratively with LID consultants and LET Review the range of data is collected & prioritise which data aligns with the SIP specifically – discard rest from site agreement Investigate how to teach and track oral language progressions Ensure high % explicit teaching in early literacy areas 	<ul style="list-style-type: none"> SIT [with support of LID] coordinates staff professional learning time to review site agreements Reference the agreements to the Improvement guidebooks, and Literacy/Numeracy progressions. Staff commit to agreements – SIT regularly reviews SIT reviews data collection schedule and ensures alignment to SIP New collection schedule developed and agreed to be staff Site coaches work with teachers to ensure classroom practices align with WS agreements PFD and staff meeting PD agendas align with SIP priorities and WS agreements Teachers implement 5 week cycles of review and evaluate to track improvement against the SIP priorities and WS agreements implementation Consistent and rigorous implementation of Big Write and Read Write Inc Induction processes for new staff 	SIT Teaching and Learning Coach, Senior Leader Aboriginal Education Teacher, Line Managers	Oral language agreement developed Whole school teaching and learning agreements reviewed and all staff understand agreements Collection of student assessment data reviewed SIT team to oversee review of 2019 improvement agenda. Teaching and Learning Coach/Senior Leader Aboriginal Education role/responsibilities are clear and understood by all staff		All teachers programs and classroom practice shows evidence of intentional planning for oral language based on the whole school agreement. WS oral language visuals developed i.e. 5L's, active listening Oral language tracking tool used by teachers to assess students Staff have undertaken appropriate professional development to support them to implement whole school agreements. Line Managers provide feedback about teachers practice and programs in relation to the whole school agreements and SIP priorities. SIT oversees and monitors improvement agenda and reports at least twice a term to staff.		Student data shows improvement in students oral language, phonics, writing and numeracy Teachers programming and classroom practice is aligned to the whole school agreements Line Managers provide feedback about teachers practice and programs in relation to the whole school agreements and SIP priorities. Coach and Senior leader meet twice a term with every teacher ensure their practice aligns with whole school agreements SIT oversees and monitors improvement agenda and reports at least twice a term to staff.		Student data shows improvement in students oral language, phonics, writing and numeracy Oral language agreement is fully implemented by all teachers as evidenced in teachers classroom practise and programming Coach and Senior leader meet twice a term with every teacher ensure their practice aligns with whole school agreements SIT oversees the review of the 2020 SIP to determine the improvement agenda for 2021.	

<p>Support each individual teacher through performance & development & coaching to use data & inform their practice & increase their impact on student learning outcomes.</p>	<p>Referenced to SIP targets which are developed after deep analysis of NAPLAN and other key data sets</p>	<ul style="list-style-type: none"> Build teacher knowledge and understanding of the progressions of learning that are measured by NAPLAN assessments of Reading, Numeracy and Writing Establish data wall [staffroom] which is presented in a useful form for teachers to inform their programming and tracking of student progress Build staff capacity to implement effective differentiation practices into their classroom programs Ensure there is regular reference to student data and student progress in staff professional development time [staff meetings, PLCs etc] Ensure staff PDP plans include SMARTAR targets that focus on evidence informed student achievement Ensure that data analysis and use is aligned to the SIP priorities 	<ul style="list-style-type: none"> Use the NAPLAN Achievement Progressions to inform teacher practice and understandings of student learning needs Teaching and Learning coach will coordinate construction of and maintenance of data wall and required teacher data sets for data book Senior Leader/Teaching and Learning Coach to lead differentiation work in the school [PD and coaching] SIT to coordinate and monitor Principal, SIT and Teaching & Learning coach work with staff to build their capacities for driving improvement in achievement for all students [growth is a priority for all] 	<p>Principal, Teaching and Learning Coach, Senior Leader, SIT</p>	<p>Teachers understand how to use the NAPLAN achievement progressions</p> <p>Data wall is displayed in staff room.</p> <p>Data wall for Aboriginal students is displayed in the ACE room.</p> <p>Coach/Senior Leader meet with teachers to unpack student data to identify student needs to support with programming and planning.</p> <p>Staff participate in PD on differentiation.</p> <p>PLC's established for 2020. The work of the PLC's is aligned to SIP targets, whole school agreements and student achievement data.</p> <p>Teachers have PDP plans with SMARTAR goals which align to SIP priorities and whole school agreements.</p>		<p>Teachers use the NAPLAN achievement progressions to inform their practice</p> <p>Student data wall shows evidence of growth in student achievement.</p> <p>Classroom observations of teacher practice and programming/planning shows evidence of 50% increase in differentiation</p> <p>Coach/Senior Leader meet with teachers to support with effective programming and planning of differentiated teaching practice.</p> <p>All teachers have PDP review meetings and are able to talk about how they are using data to inform their practice.</p>		<p>Improved student achievement in NAPLAN as per SIP targets.</p> <p>Classroom observations of teacher practice and programming/planning shows evidence of 75% increase in differentiation</p> <p>All teachers have PDP review meetings and are able to talk about how they are differentiating their classroom practice and can identify the impact this has had on student progress.</p>		<p>Teachers use NAPLAN achievement progressions to identify students who will meet SEA and higher bands in 2021</p> <p>End of year student data shows growth in student learning outcomes.</p> <p>Classroom observations and programming/planning shows all teachers are implementing effective differentiated practices</p> <p>At end of year PDP review meetings teachers can discuss and identify whether they meet their SMARTAR goals and the implementation of differentiation and whole school agreements and the impact this had on student achievement..</p>	
<p>Embed the use of learning intentions and success criteria in all classrooms.</p>	<p>Referenced to Actions for Improvement in the SIP</p>	<ul style="list-style-type: none"> Review teaching & learning agreements to ensure there is clarity about expectations that learning intentions and success criteria are implemented and tracked by all teachers Ensure that part of the school's PD agenda includes work on building teacher capacity to describe and incorporate learning intentions and success criteria into their programming and practice Establish process for regular "classroom walk throughs" to monitor implementation Investigate use of student voice to evaluate and provide feedback about how effectively implementation has occurred across the site Ensure new staff are inducted into the site requirements Ensure that this work is clearly within the remit of the teaching and learning 	<ul style="list-style-type: none"> SIT leads professional learning about <ul style="list-style-type: none"> Design of Implementation of Tracking of Incorporation of learning intentions and success criteria in learning design and moderation SIT ensures regular "classroom walk throughs" to track implementation Teaching and Learning coach works with students and teachers to involve them in evaluating effectiveness of implementation [student voice] Leadership team ensures induction of new staff Principal ensures that this work is clearly within the remit of the teaching and learning coach and the Senior Leader Aboriginal education Each PLC to nominate a member to participate in walkthroughs 	<p>Principal, Teaching and Learning Coach</p>	<p>50% of teachers display learning intentions/success criteria for students and articulate these to students</p> <p>Leadership, teachers and students participate in 3 walkthroughs and provide feedback to staff</p>		<p>75% of teachers display learning intentions/success criteria for students and articulate these to students</p> <p>50% of students can articulate the learning intentions and success criteria. They can also explain whether they had been successful with their learning and identify their next steps.</p> <p>Leadership, teachers and students participate in 3 walkthroughs and provide feedback to staff</p>		<p>100% of teachers display learning intentions/success criteria for students and articulate these to students</p> <p>75% of students can articulate the learning intentions and success criteria. They can also explain whether they had been successful with their learning and identify their next steps.</p> <p>Leadership, teachers and students participate in 3 walkthroughs and provide feedback to staff</p>		<p>100% of teachers display learning intentions/success criteria for students and articulate these to students</p> <p>100% of students can articulate the learning intentions and success criteria, They can also explain whether they had been successful with their learning and identify their next steps.</p> <p>Leadership, teachers and students participate in 3 walkthroughs and provide feedback to staff</p>	

		coach and the Senior Leader Aboriginal education										
Improve the school's effectiveness in responding to students who are not finding school relevant and/or challenging.	Pre-conditions for effective teaching and learning [Actions for Improvement]	<ul style="list-style-type: none"> Review responsibilities of the Students at Risk (STAR) team to include case management of students with complex behaviours <ul style="list-style-type: none"> Case management will include working with other providers [behaviour coach] and stakeholders, including parents and classroom teachers Implement system of tracking and monitoring SBM data to measure improvement <ul style="list-style-type: none"> Implement a scaling system so that "types" and "severity" of behaviours can identified and tracked Investigate inclusion in the Berry Street Program [working with trauma] Ensure that classroom teachers play a key role in supporting students at risk 	<ul style="list-style-type: none"> Review responsibilities of the STAR led by Well-Being coordinator Determine the STAR's <ul style="list-style-type: none"> Membership Terms of Reference Reporting requirements STAR to develop SBM data tracking process that can support case management approach STAR and leadership team investigate the school's inclusion in the Berry street program STAR works with teachers to establish protocols for "first response" to breakdown in teacher/student or student/student relationships 	Leadership, STAR	<p>STAR responsibilities, membership and reporting requirements have been reviewed and communicated to all staff.</p> <p>STAR team have developed a process for case managing students including reengagement forms and behaviour plans.</p> <p>STAR team develop tracking and monitoring system for SBM</p> <p>All students who have the most challenging behaviours are identified for case management.</p> <p>Families are asked to attend meeting with Deputy, other leadership members (as required) and teachers to identify SMARTAR goals for each student and commence case management.</p>	<p>10% reduction in challenging behaviours for students who are being case managed.</p> <p>Deputy Principal have met with teachers to unpack SBM data for their class.</p> <p>Case management meetings with families occur twice a term.</p> <p>Protocol has been developed for "first response" in breakdown in teacher/student or student/student relationships.</p> <p>Decision is made about inclusion in the Berry Street Program.</p>	<p>10% reduction in challenging behaviours for students who are being case managed.</p> <p>Deputy Principal have met with teachers to unpack SBM data for their class.</p> <p>Case management meetings with families occur twice a term.</p>	<p>10% reduction in challenging behaviours for students who are being case managed.</p> <p>Deputy Principal have met with teachers to unpack SBM data for their class.</p> <p>Case management meetings with families occur twice a term.</p>				

NOTE: The indicators from the Form 4RF8 Indicators to support ESR directions may be used to assist or support the development of Strategies/Actions to Address Directions

A copy of this completed form is to be forwarded to the RIA Director by the Education Director.

Education Director's signature:..... Date.....